



Music – Learning Map

<u>Year Group</u>	<u>Knowledge and Skills to be taught:</u>	<u>Learning Opportunities:</u>
Nursery	<ul style="list-style-type: none"> a) Sings a few familiar songs. b) Beginning to move rhythmically. c) Imitates movement in response to music. d) Taps out simple repeated rhythms. e) Explores and learns how sounds can be changed. f) Developing preferences for forms of expression. g) Creates movement in response to music. h) Sings to self and makes up simple songs. i) Makes up rhythms. 	<ul style="list-style-type: none"> • Support children’s excursions into imaginary worlds by encouraging inventiveness, offering support and advice on occasions and ensuring that they have experiences that stimulate their interest., including access to musical instruments artefacts in their environment to create music. • Make suggestions and ask questions to extend children’s ideas of what is possible, for example, “<i>I wonder what would happen if...</i>”.
Reception	<ul style="list-style-type: none"> j) Begins to build a repertoire of songs and dances. k) Explores the different sounds of instruments. 	<ul style="list-style-type: none"> • Learning simple songs with percussion accompaniment • Call and respond activities using a variety of percussion
Year 1	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Listen with attention to detail and recall sounds with increasing aural memory. (Musical memory refers to the ability to remember music-related information, such as melodic content and other progressions of tones or pitches.) • Experiment with rhythm, pitch, tone, tempo, silence and duration (also known as the inter-related dimensions of music). • Listen with concentration to a range of high quality live and recorded music. • Follow non-formal notations of music. 	<ul style="list-style-type: none"> • Days of the week song. <ul style="list-style-type: none"> ○ Number bonds song. ○ Spelling / phonics songs. ○ Nursery rhymes. ○ Singing popular music during tidy up time. • Percussion instruments (including body) – in a range of subjects including English (story telling). <ul style="list-style-type: none"> ○ Following the beat of music. ○ Tempo, rhythm and pitch through music assemblies – practising notes.
Year 2	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. 	<ul style="list-style-type: none"> • Compositions using pictorial form using found instruments/sound making (fire themed)

	<ul style="list-style-type: none"> • Listen with attention to detail and recall sounds with increasing aural memory. (Musical memory refers to the ability to remember music-related information, such as melodic content and other progressions of tones or pitches.) • Manipulate non-formal notations of music. 	<ul style="list-style-type: none"> • Listening to traditional Australian didgeridoo music
Year 3	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Listen with attention to detail and recall sounds with increasing aural memory. (Musical memory refers to the ability to remember music-related information, such as melodic content and other progressions of tones or pitches.) • Introduce an understanding of the history of music, including genres and composers. • Become familiar with basic rhythm in notations of music (quavers, crotchets, minims). • Begin to play an instrument with increasing control. 	<ul style="list-style-type: none"> • Composers project • Compositions with pictorial representations, beginning to include some basic formal rhythm notation • Call and repeat with tuned percussion • Use music notation in groups as modelled in assemblies.
Year 4	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Listen with attention to detail and recall sounds with increasing aural memory. (Musical memory refers to the ability to remember music-related information, such as melodic content and other progressions of tones or pitches.) • Explore an understanding of the history of music including genres and composers. • Manipulate rhythm notation (decide where to put notes). 	<ul style="list-style-type: none"> • Wider Opportunities Music: tenor horn and cello.
Year 5	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Develop an understanding of the history of music, including genres and composers. • Become familiar with staff notation (where you place notes on the lines). 	<ul style="list-style-type: none"> • Collections of music that relate to one another - Gustav Holst – The Planets/Carnival of the Animals - Camille Saint-Saëns
Year 6	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Listen with attention to detail and recall sounds with increasing aural memory. (Musical memory refers to the ability to remember music-related information, such as melodic content and other progressions of tones or pitches.) • Listen with attention to detail and recall sounds with increasing aural memory. (Musical memory refers to the ability to remember music-related information, such as melodic content and other progressions of tones or pitches.) • Play and perform in solo and ensemble contexts using their voices. 	<ul style="list-style-type: none"> • Listen to music and record sounds pictorially according to their pitch, tone, tempo alongside following melody etc. • End of year production. • Listen to a range of music whilst working – use this for comparative project learning in Summer 2. • Elvis project/The Beatles (researching and performing)

	<ul style="list-style-type: none">• Develop an understanding of the history of music including genres and composers..• Manipulate and create staff notation (synthesise Year 4 and 5 skills).	<ul style="list-style-type: none">• Follow/write short (3or 4 bars) of staff notation to play simple pieces (pitch and rhythm).
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